

Language Access

**Serving LEP Individuals
by providing
Free Interpretation Services**



Hello

你好

• Kumusta

• Chào

• Talofa

• नमस्ते

Malo e lelei • Hola • Ciao • Bula • Kaselehli

Ia ora na

• Aloha

• Iakwe

• 안녕하세요

Mingala ba • Sabaidee • Hafa • Ran allim

WELCOME

ALOHA

RAN ANNIM

Basic Definitions

- **Bilingual** Two Languages
- **Translation** Written
- **Interpretation** Oral (meaning for meaning)
- **Dialect** Language Variations
- **Register** Formality (Bambi vs Venison)
- **Fluency** Skill level
- **Confirmation** Attestation
- **Competency** Understanding Level

Vocabulary

- Terms

Language Access

- Acronyms

LEP
OLA

Limited English Proficient
Office of Language Access

- Glossary

Terms and Meanings

- Language Bank

Commonly-used terms
translated and stored
electronically for broad use

Agenda

PART I

Civil Rights/National Origin

- Language Access Laws
- Regulations
- Guidelines
- Procedures, Protocols, Positions
- Approaches

PART II

- Steps
- Credentials
- Ethics
- Sources/Resources

Laws

- Federal: Title VI of the Civil Rights Act of 1964 (*National Origin*)
- State: Hawaii Revised Statutes chapter 371, Part II (2006, *Language Access*)
 - Applies to all State public contact activities
 - Ensures competent, timely, free language assistance services

Regulations

- Executive Orders
- Department of Labor
- Department of Justice
- HCRC
- EEOC

Guidelines

- FNS-113 For example

Procedures, Protocols, Position

- 4.10.1 Non-Discrimination in Employment and Services
Discrimination Complaint Procedure
- 4.10.3 Opportunity to Participate in Programs, Services and Activities
(Revised 2009)
- 4.10.4 Access (Revised 2009)

Overview

- Functional Approach
- Three Steps to Meaningful Access
 - Step 1: Determine level of English competency needed
 - Step 2: Determine whether the LEP customer possesses level of English competency needed for meaningful access
 - Step 3: Determine what kind of language assistance should be provided for meaningful access

Step One

Level of Competency

- Do we ask simple, familiar, and straightforward questions that can be answered with memorized responses?
For example:
- Do we ask for or provide information using uncomplicated sentences and basic, everyday words?
For example:
- Do we provide information using words that are not used in everyday interactions, or that include technical vocabulary or terms of art?
For example:
- Does the individual have to respond to complex questions, describe events, articulate abstract ideas, or express emotions?
For example:

Exercise: True or False

- A person who is bilingual should be able to interpret.
- A good interpreter interprets word-for-word.
- Friends and family members may interpret for the client, provided they can remain neutral.
- The interpreter should not take notes because it might make the client nervous.

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Step Two

Customer Possession

- How do we assess a person's English language competency?
For example:
- What other factors should we consider in determining whether someone needs language assistance in order to get meaningful access to our services? For example:

Exercise: True or False

- A client who has conversational fluency in English does not need an interpreter. **F**
- Limited English proficient clients do not necessarily read or write in their own languages. **T**

Step Three

Kind of Language Assistance

- Oral language services
- Written language services
- Sight translation/reader
- Hardware/software
- Other technology

Exercise: True or False

- Interpretation and translation mean the same thing and can be used interchangeably.
- Sight translation means reading a document in another language.

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T

Factors to Consider

- Complexity
- Technical Terms
- Unfamiliar Material
- Private or Sensitive Information
- Seriousness of the Consequences
- Number and Frequency of similar encounters
- Importance or Nature
- Reasonableness

Definition of LEP Individual

State of Hawaii

on account of national origin

do not speak English as their primary language; and

identify themselves as having limited ability to read, write, speak, or understand the English language.

Federal Title VI

do not speak English as their primary language; and

have a limited ability to read, write, speak, or understand English

How to know

- Mannerism
- Speaks in another language
- Heavy accent
- Brought someone with them
- Different pattern of communicating
- Vocabulary
- Fluency
- Pronunciation
- Interaction

Questions

- What language do you feel most comfortable speaking at home?
- How would you rate your ability to speak and understand English?
- Would you like an interpreter?
- In which language would you feel most comfortable reading medical or health care instructions or an employment or other application form?
- How satisfied are you with your ability to read English?

Interpreter Credentials

- Certification examinations
- Employer-administered exams
- Membership in interpreter organizations with selective membership requirements
- University Interpreter Programs

Interpretation Modes

- Consecutive
- Simultaneous
- Sight Translation
- Relay Interpreting

Ethics



- **Professionalism**
- **Role Boundaries**
- **Accuracy**
- **Confidentiality**
- **Impartiality**

Red Flags

- Interpreter Summarizes
- Third-person Speech
- Stops
- Hesitates or Stumbles
- Shortens (summary)
- Interpreter Can't Understand
- Ends with a Question Mark

Where to Get More Information

- DHS Language Access Training for Supervisors
<http://www.hawaii.gov/dhs>
Civil Rights Corner
- Office of Language Access Training for front-line workers and interpreters
<http://www.dolir/ola>
- Webinars For example: Migration Policy Institute (MPI)
<http://www.migrationinformation.org/datahub>
- Other Sources--Please see Resource List

Summary

- Laws and Regulations
- Functional Approach
- Examples of How to Apply This Information on a Regular Basis
- Feedback, Suggestions and Volunteers

Part II

- DHS Processes
- DHS Forms
- DHS Divisional Procedures
- Tools
- Resources

Step 1:

Determine what language the LEP individual is speaking

- Application form
- Office of Language Access poster
- “I Speak” sheets

Step 1: (cont.)

**Determine what language
the LEP individual is speaking**

- Tele-Interpreters: 1-800-811-7881
- Be creative: What else could you use?
 - Maps
 - Flags

Poster of Languages (OLA)

IF YOU NEED AN INTERPRETER . . .

We provide interpreter services on request to conduct your business with this office.
If you need an interpreter in a particular language, point to that language below:

	မြန်မာဘာသာနှင့်စကားပြောလိုလျှင် ဤနေရာကိုလက်ညှိုးဖြင့်ညွှန်ပါ။	Burmese
	ចង្អុលដីនេះបើអ្នកត្រូវការអ្នកបកប្រែភាសានេះ	Cambodian
	E punto guene unnesesita intepete ni esta na linguahe.	Chamorro
	Itini ikei ika pun ke osupwangen emon chon chiaku non kapasen ei neni ika fonu.	Chuukese
	Inā pono he mahele 'ōlelo Hawai'i iā 'oe, e kuhikuhi mai iā 'ane'i nei.	Hawaiian
	Itudom ditoy no masapol mo ti interpreter ti sarita nga Ilocano.	Ilocano
	お話しになる言語を指して下さい。	Japanese
	여러분이 이언어를 이해하시고 사용하시면 이곳을 가르키십시오 저희가 통역을 제공할것입니다	Korean
	Kom fin nikin, kom enenu in oasr met leng kaks lom.	Kosraen
	ຖ້າທ່ານເວົ້າແລະເຂົ້າໃຈພາສານີ້, ໃຫ້ຊີ້ໃສ່ທີ່ນີ້. ນາຍພາສາຈະຊ່ວຍທ່ານ	Lao
	如果您明白此種語言，請指向本文。我們會提供該種語言翻譯員。	Mandarin or Cantonese
	Jitoñe ñe elōñ am ñiñ rikook kajin.	Marshallese
	Idih wasabt ma ke anahne soun kawehwe ni lokaia wet.	Pohnpeian
	Afai e te mana'omia le faaliliu upu ile gagana Samoa faailoa mai faamolemole.	Samoan
	Apunte aqui si necesita un traductor en Español.	Spanish
	Ituro dito kung nanganga-ilangan ka ng tagapagsalin sa ganitong wika.	Tagalog
	กรุณาชี้ตรงนี้ถ้าต้องการผู้ช่วยแปลภาษา	Thai
	Tuhu ki he tohi ni Kapau'oku Fie. ma'u ha Tokoni ke Fakamatala atu 'ae 'uhinga 'oe ton.	Tongan
	Chi vao dây nêu ban cần một thông dịch viên cho ngôn ngữ Vietnam.	Vietnamese
	Itudlo diri kung nanginahanglan ka ug taghubad niining pinulongan.	Visayan (Cebuano)
	Mu guchum ngarag ni faamra gabadag ninge thilyeg bee e thin rom.	Yapese

Interpretation services may be provided at no charge in accordance with Chapter 371-33, Hawaii Revised Statutes.
For more information about Hawaii's Language Access Law - Chapter 371, HRS (Part II), please visit www.hawaii.gov/labor/ola or call the Office of Language Access at (808) 586-8730.

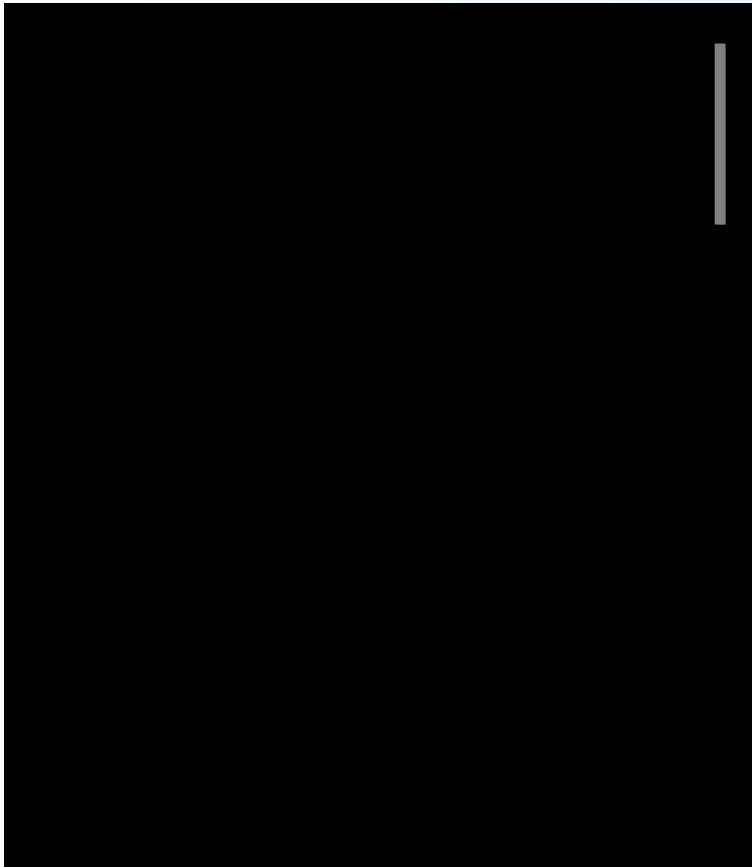
State of Hawai'i
Linda Lingle, Governor

Step 2:

Document offer of no-cost interpreter services

- Have the individual complete and sign the “Offer and Acceptance or Waiver of Free Interpreter Services”
- Document offer of no-cost interpreter services and whether the individual accepts or declines the offer.
 - Interpretation may be necessary to explain the form.

Offer and Acceptance or Waiver of Free Interpreter Services Form



Step 2: DHS Waiver Form

- The form is valid until a change is requested by the client.
- If the client has used no-cost interpreter services and changes to using their own interpreter, or vice versa, they must sign a new form to document and make the change.

Step 3:

Arrange Interpreter Services

- Examples of interpreter services:
 - Volunteer
 - DHS Employees
 - Other agencies and entities
 - Paid Interpreters
 - see Language Assistance Resources list
 - Adult friends/family
- Follow your division procedures regarding the type of interpreter services to use, which may depend on the situation.

DHS Employee Interpreters

- Bilingual staff employed by DHS, who have agreed to interpret on a volunteer basis.
- Contact volunteer employee within proximity of your office, if possible.
- Be considerate of the volunteer employee's time.
- Follow your division's procedures for use of volunteers, and for providing interpreter services if you are a volunteer interpreter.

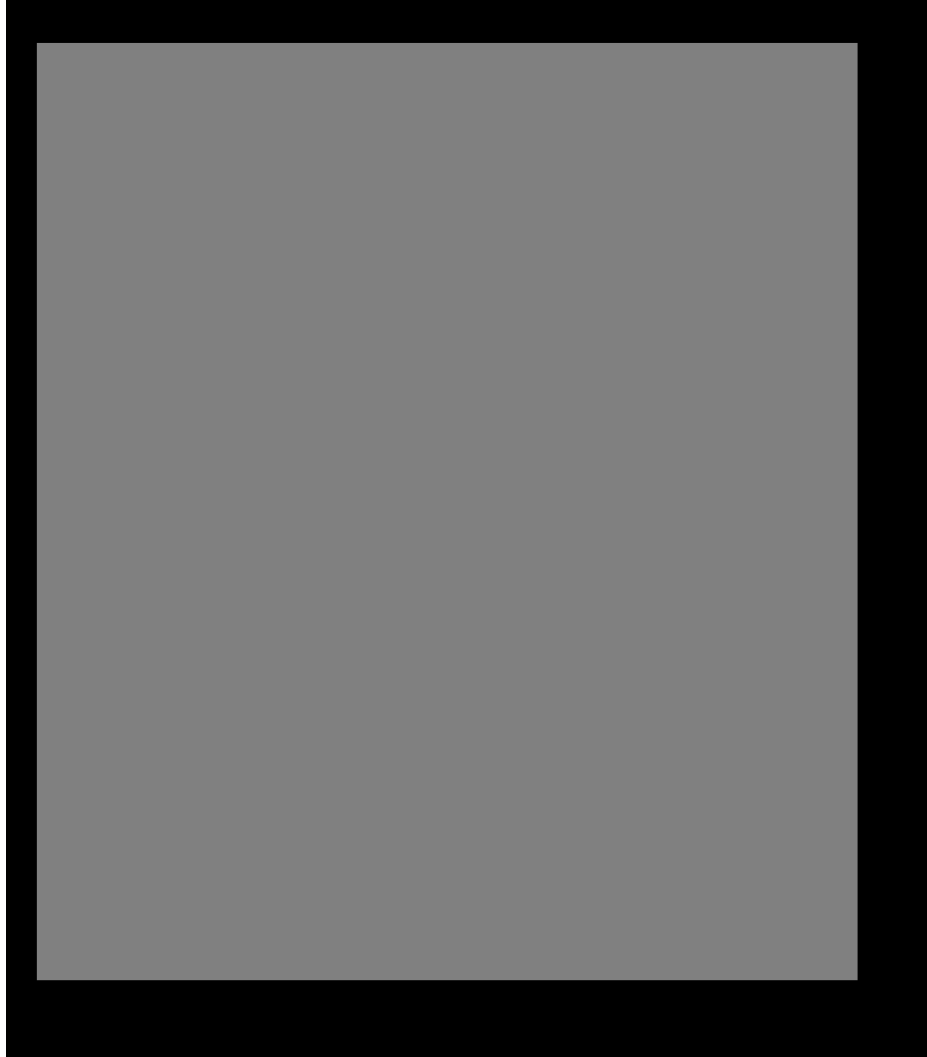
Paid Interpreters

- If you are unable to find a volunteer interpreter, use a paid interpreter.
- Language Assistance Resources
 - list of agencies and individuals that provide interpreter services; maintained by CRCS.
- Follow your division's procedures, if available, to obtain a paid interpreter.

Interpreter Guidelines

- Use an interpreter who is proficient in English and in the other language.
- Complete Form DHS 8040 (subject to change).
- You may need to complete the DHS 8040 for a telephonic interpreter. Document that you completed the form with information provided by the interpreter.
- Use common sense: if an interpreter is not working out for a particular situation (regardless of fluency), get another one!

DHS Interpreter Form



Interpreter Code of Ethics

- Accuracy

- Interpreters shall convey the message and tone of the speakers accurately and completely, without adding or deleting anything.
- Interpreters shall accurately interpret offensive language, obscenities, and sexual terminology and shall maintain composure while interpreting in emotionally charged situations.
- Interpreters shall seek clarification when needed.
- Upon recognizing that a communication may have been misunderstood, interpreters may bring the possible misunderstanding to the attention of the provider, who will decide how to resolve it. (Not to be done in legal proceedings.)

- Confidentiality

- Interpreters shall keep confidential all assignment-related information and shall not divulge any information obtained through their assignments, including but not limited to information gained through access to documents or other written materials.

- Impartiality

- Interpreters shall refrain from accepting an assignment when family, personal or professional relationships affect impartiality.
- Interpreters shall reveal any relationship with a party that might be perceived as a conflict of interest.
- Interpreters shall demonstrate respect toward all persons involved in the interpreting situation and shall act in a manner that is neutral, impartial, unbiased and culturally sensitive.

- Role Boundaries

- Interpreters shall use first person speech to help facilitate as much direct communication as possible.
- Interpreters shall maintain proper role boundaries, avoiding all unnecessary contact with the parties during and outside the interpreting situation.
- Interpreters shall not interject personal opinions or give counsel or advice to individuals for whom they are interpreting.

- Professionalism

- Interpreters shall arrive punctually at the appointed location, prepared and dressed appropriately.
- Interpreters hired by an agency shall not promote their own business directly with the agency's customers or accept/request gratuities or additional fees from them.
- Interpreters shall accurately represent their qualifications, training and experience, and shall refrain from accepting assignments for which they are not qualified.
- Interpreters shall participate in continuing education programs when available.
- Interpreters seek evaluative feedback in order to improve their performance.

*Adopted from Dr. Suzanne Zeng, Center for Interpretation and Translation Studies, University of Hawaii
Revised June 2009.*

DHS Form (cont.)

- All Interpreters must complete the Interpreter Form, including:
 - Friends/Adult Family member
 - Bilingual employee who is not on the DHS volunteer list.
- The following do NOT need to complete:
 - DHS contracted interpreters
 - DHS employees on the Employee Interpreter List (completed through CRCS).

Step 4:

Document efforts to provide interpreter

- Note efforts to arrange for timely interpreter services in the case notes (HAWI) and/or log of contacts.
- File completed forms in case file



Mahalo
Mesolang
Makalo